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ABSTRACT

Noting that elementary school-age girls are often unaware of gender bias from multiple sources that affect the way they perceive themselves and their future career possibilities, this practicum was designed to increase third- and fifth-grade girls' awareness of evidence of gender bias. Participating in the project were six third graders and six fifth graders from one elementary school located in a middle to upper class residential area. The problem of gender bias was documented by means of observations of teacher-student interaction; student surveys about their classes and parental roles and responsibilities; and examinations of textbooks, newspapers, community recreational opportunities, and popular teen magazines. The eight-month intervention was comprised of weekly small-group meetings in which self-awareness and career-exploration activities were conducted. Gender bias was examined in five areas: bias by teachers, by parents, in textbooks, in sports, and in teen magazines. Data on the effectiveness of the weekly meetings and activities were collected by means of pre- and post-implementation questionnaires and by projects completed by participants. The findings indicated that all the girls who participated in the practicum groups showed increased awareness of gender bias. Almost all indicated increased confidence in their abilities in particular school subjects. All students finished required projects and indicated that the groups were worthwhile and beneficial. (Twenty-three appendices detail results and include data collection forms. Contains 59 references.) (KB)

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Increasing the Awareness of Elementary School-Age Girls to Evidence of Gender Bias Through the Use of Self-Awareness and Career-Exploration Groups

by
Helena C. Corfield
Cluster 77

A Practicum II Report Presented to
the Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Helena C. Corfield

Nova Southeastern University
1999

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APPROVAL PAGE

This practicum took place as described.

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This practicum report was submitted by Helena C. Corfield under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved:

10-19-99

Date of Final Approval

Roberta Schomburg, Ph.D., Adviser

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The writer wishes to acknowledge many individuals who have helped lead to the writing of this final practicum report. Researchers who have studied gender bias issue and its impact have influenced this writer who since an early age has viewed gender bias as a problem.

First, it is with great pride that this writer recognizes the influential and impressive professors of the Ed.D. Program in Child and Youth Studies at Nova Southeastern University. They have had a great deal of personal and professional impact on the writer, who appreciates their hard work and expertise.

A special thank you is extended to my practicum adviser, Dr. Roberta Schomburg, for patient guidance throughout this practicum experience. This assistance has been instrumental to the success of this practicum. In addition, appreciation is offered to Dr. Brian Adams, cluster coordinator for Cluster 77, for continuous support and encouragement.

The writer would like to thank the administration of the elementary school. The principal allowed and supported the implementation of this practicum while the assistant principal served as verifier. Finally, the cooperation of the students, parents, and teachers was exemplary and essential to this practicum's completion. It is the writer's hope that they benefited from this experience.

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Abstract

Increasing the Awareness of School-Age Girls to Evidence of Gender Bias Through the Use of Self-Awareness and Career-Exploration Groups. Corfield, Helena C., 1999: Practicum Report, Nova Southeastern University, Ed.D. Program in Child and Youth Studies. Gender Bias/Awareness/Third- and Fifth-Grade Girls/Elementary School-Age Girls/Self-Awareness Groups/Career-Exploration Groups.

This practicum was designed for the purpose of increasing the awareness of third-grade and fifth-grade elementary school-age girls to evidence of gender bias. Students participated in weekly small group meetings in which self-awareness and career-exploration activities were conducted.

The writer developed several evaluation criteria to assess the effectiveness of the weekly meetings and activities. Preimplementation and postimplementation questionnaires and completed projects by participating students were evaluated to determine effectiveness of the groups. Information collected and projects completed were shared with parents and several colleagues.

Analysis of the data revealed that all of the elementary school-age girls who participated in the practicum groups showed increased awareness of gender bias. Almost all indicated increased confidence in their abilities in particular school subjects. All students finished required projects and indicated that groups were worthwhile and beneficial.

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Chapter I: Introduction

Description of Community

The state in which the practicum took place was located in the southeastern United States. The county was 67 miles long and ran along the east coast. This county was one of four across the nation to be included in a pilot program conducted by the U.S. Bureau of Census to change its methods of counting Americans. It was chosen to participate in the study because of the county's tremendous growth and because of the monthly fluctuations in population due to visits by northern residents.

The county in which the writer worked had a population of which approximately 7,378 of its residents fell into the largest age bracket of ages 35 to 44. Almost 60% of the population was age 44 or below and almost 30% fell into the 25-44 age group, despite the perception that this state was composed of a disproportionately large number of elderly residents. In terms of education the total population showed that 86,730, or 86.2% had earned high school degrees.

Residents of this county came from diverse backgrounds. The most common ethnic heritage was from a German background, with a total of 97,000 descendants. The next most common heritage was Irish, numbering 89,985, while the English held third place with 75,226 residents. The majority of these residents spoke English, but for 30,000 households, English was not the primary language. Minorities comprised more than 11% of the population, of which 7% were Black, and 4% were Hispanic.

Home values ranged from the most common between $50,000 and $90,000, which composed 53% of the total, to 39.5% of the residents who lived in houses which ranged in value from $150,000 to $199,000. Homes on the county's waterways were higher in price and pulled home values toward a median of $85,000.

Writer's Work Setting

The writer's work setting was located in a community within a rapidly growing city of approximately 80,000 residents. This prekindergarten through sixth-grade elementary school was located in a middle to upper class residential area. There were approximately 1,000 students, most of them Caucasian. About 6% of the school's students were Black and 2% were Hispanic. Houses surrounding the school were generally valued in the $80,000 to $125,000 range.

The mission statement of the writer's elementary school was the following:

> The staff of this elementary school, in cooperation with our parents and community, pledge a commitment in our quest for excellence by preparing our students for the future. Together, we will provide a risk-free environment and a technology-friendly school, a place to pursue academic excellence with help from community resources and the provision of enrichment experiences, which will contribute to positive attitudes for tomorrow's children. (Elementary School

Mission Statement, 1990)

The school's vision statement read as follows:

We, the staff of this elementary school, pledge a commitment to the following in our quest for excellence:

ACHIEVEMENT: To continue the pursuit of outstanding academic performance.

CURRICULUM: To monitor our curriculum and update technological areas for the future needs of our children and society.

UNITY: To unify the staff, students, parents, and members of the community to mold this elementary school into an extended family.

RESPECT: To develop self-esteem, positive attitudes, and respect for others.

COMMUNITY: To use all resources in providing enrichment experiences for our students. (Elementary School Vision Statement, 1990)

The writer's work setting was unique. The school was originally designed for approximately 700 students in 1984. The student population continued to grow. As a result, numerous portable buildings were added to accommodate population growth. In 1988, the school, which was situated on 28 acres of land, had another building added to serve as an exceptional education center at a time when many of the county's schools were decentralizing their exceptional education students. The building, which contained a therapy pool and areas for physical and occupational therapy, also

provided additional classrooms that were used for regular-education students.

Another unique feature of this school was that many of the students had highly educated parents who valued education and wanted the best for their children. Many parents were professionals working in the surrounding communities. There were many stay-at-home mothers who contributed numerous volunteer hours and support to their children's schools.

Apple Corps was a volunteer program in which many parents participated. Parent volunteers completed over 900 projects requested by teachers in the 1997-1998 school year. There were 200 volunteers who gave assistance and support to approximately 22 programs and projects. Some examples of these projects were the art show, book fair, clinic, field day, health screening, mentor reading program, science fair, and numerous fund raisers.

The principal at this school was an elementary school principal for 21 years and was a teacher for 6 years. He was relatively new at this school and had begun in April 1996. The female assistant principal had worked as an elementary school assistant principal for 12 years and was a teacher for 6 years.

There were 41 certified classroom teachers employed in the school and many of these teachers were employed in specialized areas. Positions consisted of two full-time counselors and one part-time counselor, two physical education teachers, one technology specialist, one computer lab teacher, one media specialist, one art teacher, and one

full-time music teacher.

There were 16 teachers' assistants employed at the school; most of them worked with teachers of exceptional education students. There were three physical therapists, two occupational therapists, and three speech and language therapists who worked with the school's large population of students with handicapping conditions. These therapists provided services for students in numerous special education programs such as specific learning disabilities, speech and language impaired, educable mentally handicapped, trainable mentally handicapped, severe communications behavior disorders, profound mentally handicapped, and varying exceptionalities.

Writer's Role

The writer had numerous roles and responsibilities at the workplace and was a regular education counselor, although this was somewhat misleading because there were numerous occasions when the writer worked with all students. The writer worked with another male counselor who worked part time. Another full-time counselor worked primarily as an exceptional education coordinator.

The writer's responsibilities included, but were not limited to, individual counseling, group counseling, classroom guidance, leader and coordinator of Just Say No to Drugs Club, parent education, and career education.

The writer was a member of the child study team. The writer was one of a team that provided assistance to teachers who worked with students who experienced difficulty. This

involved identification of such students, recommendations of interventions, and administration of screening tests. The writer was also responsible for dispensation of paperwork after student assessment. The writer also participated in the staffing process when a student qualified for a special program.

The writer assisted in instances where crisis intervention was necessary. The writer assisted with coordination for needed services from community resources. This writer had been a long-time member of the school improvement team and was the coordinator of the annual school-wide career day.

Chapter II: Study of the Problem

Problem Statement

School-age girls were unaware of gender bias that affected the way they perceived themselves and their expectations for future career possibilities.

Problem Description

The problem was that school-age girls were unaware of gender bias in a variety of settings. One of these settings was the classroom where female and male students were treated differently.

School-age girls were unaware of gender bias in their own homes, where gender stereotyping and role modeling continued to be practiced and exhibited by their own parents. This biased socialization process seemed natural to girls because they knew of no other way.

School-age girls were unaware of bias by authors of educational materials, such as textbooks, in which stereotypes about female and male students were reinforced. These texts were required reading for students in different subjects.

School-age girls were unaware of gender bias by the mass media, such as through printed materials (e.g., magazines) and media (e.g., television). Females were often depicted in stereotypical ways.

School-age girls were also unaware that there was bias in sport. Females were underrepresented in this area, and they saw substantially fewer opportunities and incentives for participation and success.

Because of this pervasive exposure to bias in a wide variety of settings, school-age girls were unaware that gender bias was a problem, or that it was even occurring.

Problem Documentation

The writer conducted observations of teacher and student interactions in several classrooms during the 1997-1998 school year, after obtaining permission from teachers through a Classroom Observation Request (see Appendix A). These observations were for the purpose of documenting the existence of gender bias by teachers in the classroom. Subjects included sixth-grade science, fifth-grade mathematics, fourth-grade language arts, and third-grade physical education students and teachers. During such observations the writer made observations of the number of times male and female students were called on, the type of feedback students received, and the number of times they were asked to demonstrate or do a special task. The writer also noted reactions from female students concerning differential treatment given to boys and girls. Results of interactions between the teachers and students were documented in the Preintervention Classroom Observations of Teacher/Student Interactions With Male and Female Students (see Table).

In one 45-minute sixth-grade science class composed of 32 students, observations of interactions between the male teacher and students were made. In this class, boys were called on to answer more questions than girls, gave correct responses to more questions than girls, and also produced incorrect responses to more questions than girls.

Table

Preintervention Classroom Observations of Teacher/Student Interactions With Male and Female Students

Subj	GR	TCM	TCF	CRM	CRF	IRM	IRF	PFM	PFF	NFM	NFF	DMN	DMF
Scien	6	14/25	11/25	13/25	8/25	2/12	0/2	3/3	3/3	0/0	1/1	2/3	1/3
Math	5	19/30	11/30	18/24	16/20	2/6	2/4	7/11	4/11	2/4	2/4	6/10	4/10
Lang	4	10/23	13/23	5/23	12/23	5/23	1/23	5/23	1/23	5/23	1/23	1/11	0/11
P.E.	3	7/10	3/10	6/10	3/10	0/7	1/3	15/21	3/10	6/21	1/5	3/5	1/5

Note. GR = grade; TCM = teacher called male; TCF = teacher called female; CRM = correct response male; CRF = correct response female; IRM = incorrect response male; IRF = incorrect response female; PFM = positive feedback male; PFF = positive feedback female; NFM = negative feedback female; NFF = negative feedback female; DMN = demonstration male; DMF = demonstration female.

In class the teacher gave positive responses to boys slightly more times than to girls, gave no negative responses to boys or girls, but gave one nonresponse to a female. Boys were asked to demonstrate a special task slightly more times than girls and there were no verbal reactions concerning class operations from female students.

In Student Opinion Surveys About Science: Sixth-Grade Males - Total (see Appendix B) and Student Opinion Surveys About Science: Sixth-Grade Females - Total (see Appendix C), results were as follows. More boys than girls reported that science was their favorite subject; both boys and girls reported liking doing experiments; boys' reasons for not liking science were that it was too much work and females said science was hard to understand. Boys and girls named

about the same number of scientists; boys indicated that men should hold more science jobs and girls indicated women should hold such jobs far fewer times. Boys and girls indicated their fathers worked more than mothers did in science-related jobs, and both boys and girls indicated that their mothers said science was hard for them.

Follow-up Surveys of Sixth-Grade Females - Science (see Appendix D) checked for girls' awareness of gender bias in the classrooms. Results showed that a large majority of girls indicated they liked the way class was taught, more girls received average grades than good or poor grades, girls named boys more often than girls as the top three students in class, and about half of the girls reported not getting to do hands-on experiments.

Also in this science class, girls indicated boys were leaders of cooperative groups about twice as often as girls, and boys were mostly chosen by the teacher rather than by students. Girls indicated boys were called on by the teacher more times than girls, but many said it was about equal. A large majority indicated boys made the most comments in class, and girls reported most often that it was sometimes a problem that the teacher did not call on them even though they wanted to ask or answer a question.

Information gathered from textbooks showed differences in male and female representations. Results were as follows. The sixth-grade science book, published in 1994, showed pictures and illustrations of adult males 10 times; adult females were shown five times; male children were shown 19

times and female children were shown 17 times. The mathematics book, published in 1992, showed differences in male and female representations: adult males were shown 30 times; adult females were shown 19 times; male children were shown 95 times and female children were shown 91 times. The language arts book, published in 1986, showed differences in male and female representations. Adult males were shown 30 times; adult females were shown 20 times; male children were shown 43 times and female children were shown 39 times.

Surveys showed no awareness of a problem by female students who acknowledged they liked the pictures in their textbooks. One female student indicated that pictures took up space and one indicated they broke up all that writing a little.

In one fifth-grade mathematics class composed of 25 students during a 45-minute period of time the following interactions were observed between the male teacher and students. Boys were called on more times than girls, gave correct responses to more questions than girls, and gave the same number of incorrect responses as girls. The teacher gave positive feedback to boys' answers more times than to girls and made the same number of negative comments to boys as girls. Boys were also asked to do demonstrations more times than girls. Despite all of this evidence there were no observable or audible verbal reactions from female students concerning class operations.

In Student Opinion Surveys About Math: Fifth-Grade Males - Total (see Appendix E) and the Student Opinion

Surveys About Math: Fifth-Grade Females - Total (see Appendix F) results were as follows. More than half of the boys said math was their favorite subject while only a few girls indicated this was so. Boys listed many reasons why they liked math (e.g., "it was fun"), while girls listed few reasons but indicated they liked to learn new things. Boys indicated one of the reasons for not liking math was there was too much homework, while girls mentioned the subject was hard.

Both boys and girls had difficulty listing names of famous mathematicians. Boys indicated in large numbers that math-related jobs should be held by men while only three said women and a few said both. Despite the fact females reported they did not like math that much and it was hard, many said they could get a job in a math-related field.

Follow-up Surveys of Fifth-Grade Females - Mathematics (see Appendix G) were given to determine girls' awareness of gender bias in the classrooms. Results showed that, when girls were asked if they liked the way class was taught, a large majority answered affirmatively.

It was also found that more girls reported they received average grades. When asked to name the top three students in class girls reported boys' names more often. Girls reported in large numbers they were afforded opportunities to work problems on the board. Leaders of cooperative groups were reported to be boys most often chosen by the teacher. Girls indicated that boys made the most comments in class. Finally, girls reported that, even though they had their hand

up the teacher frequently did not call on them.

In one 45-minute, fourth-grade language arts class composed of 30 students the following interactions between the female teacher and students were observed. Girls were called to answer questions more times than boys and gave correct responses slightly more often than boys. The teacher gave positive feedback to boys more times than to girls but gave more negative feedback to boys for discipline problems. Boys were also asked to do a special job slightly more times than girls. There were no verbal reactions from female students about class operations.

Results of the Student Opinion Surveys About Language Arts: Fourth-Grade Males - Total (see Appendix H) and Student Opinion Surveys About Language Arts: Fourth-Grade Females - Total (see Appendix I) conducted in one language-arts class showed the following results. Two boys liked the details and facts concerning grammar while five girls mentioned they liked to read aloud and do things they already knew. Boys made many more negative comments about this subject than girls, and girls listed many more authors than boys. More boys said males should hold jobs in language-arts areas than girls and only one male student reported that his mother worked in a language-related job. Both sexes answered equally that mothers had mentioned language arts was a difficult subject for them, and equal numbers of boys and girls said they could get a job in this field.

Follow-up Surveys of Fourth-Grade Females - Language

Arts (see Appendix J) were given to determine girls' awareness of gender bias in the classroom. Results were as follows. All girls responded they liked the way class was taught and indicated they received good grades slightly more often than average ones. Girls more often named girls as the top students in class and indicated they got to demonstrate on the board. Girls indicated slightly more often that boys were leaders of cooperative groups most often chosen by the teacher. Girls indicated boys and girls were called on about equally and that it was not often that the teacher did not call on them. Finally, girls said that boys made more comments in class.

Interactions between the female teacher and students were observed in one 35-minute third-grade physical education class composed of 26 students. Boys were called on to answer more questions than girls and gave correct answers more often. The teacher gave positive feedback to boys more often than girls but gave negative feedback to boys more often for inappropriate behavior. Boys were asked to demonstrate skills more times and received many more positive comments concerning plays made during the game. There were no verbal reactions from female students that concerned class operations.

Student Opinion Surveys About Physical Education: Third-Grade Males - Total (see Appendix K) and the Student Opinion Surveys About Physical Education: Third-Grade Females - Total (see Appendix L) yielded the following results. Boys indicated physical education was their favorite subject more

often than girls but boys and girls indicated that the best part of class was playing games. More girls expressed they did not like to run. Asked to name professional athletes both boys and girls mentioned only one female athlete. Boys more frequently said men should hold sport-related jobs while a few girls indicated women, and a couple indicated both.

Boys and girls equally indicated that their parents did not work in a sport-related job. Boys indicated their mothers expressed not liking physical education class while in school while girls reported that both of their parents had indicated this was true. More boys than girls indicated they were good at physical education although girls said "yes" more often than "no." Both boys and girls who reported they were not good at sports indicated they were not fast runners. When asked whether they could get a job in this field, more boys than girls indicated they could.

Follow-up Surveys of Third-Grade Females - Physical Education (see Appendix M) were given to determine girls' awareness of gender bias in the classroom. Girls frequently reported they liked the way class was taught and indicated equally that their skills were good or average. They also indicated twice as often they did not get to demonstrate skills in class. Far more girls indicated the top three students in class were boys although girls indicated boys and girls were captains of teams chosen by the teacher.

Girls reported the teacher called on both males and females equally and also reported boys made the most comments in class. Most girls indicated they were not ignored by the

teacher. Girls indicated more frequently they did not like sports videos shown in class and a large number reported they were boring. Girls reported males were written about in the sports section most often and two reported they both received equal reporting. Finally, girls' responses showed they had numerous opportunities to participate in sport and recreation.

A Parent Survey Cover Letter (see Appendix N) requested that parents fill out a Sixth-Grade Students' Parent Survey (see Appendix O). Evidence of bias toward female students was displayed by parents' gender typing and stereotypical role modeling. Sixty-six surveys were filled out and a summary followed. Job descriptions were numerous and varied and mothers' jobs ranged from cafeteria worker to registered nurse. Jobs included 1 accounts clerk, 1 Air Force weapons clerk, 1 cafeteria worker, 1 cashier/truck driver, 1 catheter lab technician, 1 chief financial officer, 1 construction office worker, 1 customer service manager, 1 dispatcher, and 1 food services worker. Also included were 11 homemakers, 1 nurse, 1 piano teacher, 1 purchasing agent, 1 recreation superintendent, 1 registered nurse, 1 respiratory therapist, 1 retired fire fighter, 1 sales representative, 1 secretary, 3 students, 2 teachers, 1 teacher assistant, and 1 travel agent.

Fathers' jobs ranged from security guard to aerospace engineer. Jobs included 1 administrator (USAF), 1 aerospace engineer, 1 chemist, 1 computer engineer, 1 computer specialist in business management, 1 chiropractor, 1 computer

programmer, 1 computer systems analyst, 1 custom concrete slab worker (self employed), 1 construction business (owner), 1 counselor, 1 courier, and 1 director of engineering. One father described himself as a male with disabilities.

Also listed were 6 engineers, 1 financial analyst, 1 general contractor, 1 investigator, 1 landscaper, 1 library director, 1 marketing representative, 1 pest control business owner, 1 photo technician, 1 pilot, 1 police officer, 1 precision sheet metal worker, 1 real estate agent, 1 subcontract manager, 1 technical education teacher, 1 telecommunicator, 1 territory manager, 1 sales business owner, and a self-employed videographer.

Male children in these households ranged in age from 4 to 18, 10 had no siblings, 15 had one sibling, and 3 had two siblings. Female children ranged in age from 4 to 16; 13 had no siblings, 10 girls had 1 sibling, and 4 had two siblings. More fathers reported they helped their children with math and science but mothers still helped more in all subjects.

Student Opinion Surveys About Parents' Roles and Responsibilities - Sixth-Grade Females (see Appendix P) were given to determine girls' awareness of parents' gender bias by gender stereotyping and role modeling. Most girls indicated their fathers, and a large majority of their mothers worked. Girls indicated that fathers had the most important jobs and they received a higher salary than mothers. Girls indicated their mothers took care of the children the most, did most of the household chores, and provided transportation for the children most often. Girls

responded that fathers participated more in sports and recreation. Finally, girls agreed their mothers and fathers were good role models. Girls' descriptions of their parents' jobs closely coincided with results on the parent survey.

Other evidence showed bias against girls. Another example was the underrepresentation of girls and women in sport and recreation. This was evidenced by tallies of the number of pictures and articles in the sports section of the local newspaper and by tallies that showed the number and kind of sports opportunities offered at the local community center. A count was made of the number of pictures and articles in the sports section of the local newspaper for a 3-day period. Twenty of 125 articles were written about women; 2 of 30 pictures showed women engaged in sports; 18 of 129 articles mentioned female sports events in TV listings; and only 1 of 18 female sports events was listed in radio listings.

A review was made of recreational class opportunities at the local community center. The flyers that described classes were reviewed and tallied according to activity and classes for males and females. Adult classes for males and females were aerobics, dance, martial arts, and sewing. There was one women's softball tournament and one women's basketball tournament scheduled. Previously described physical education surveys showed more girls indicated they were undecided about equal opportunities for males and females at the community center.

Other evidence that showed the existence of gender bias

was documented. A count was made of articles and advertisements in a popular teen magazine that showed 8 full-page or one-page makeup advertisements, 14 advertisements for hair, deodorant, and skin care products, 9 articles about fashion, and 9 articles about appealing to boys. Further evidence showed one article about exercise for shaping up, one sports article about a former Olympic star female gymnast, one article about violence towards women and girls, one article about the biggest party schools, and one positive article about the mind.

Student Opinion Surveys About Magazines and Television: Fifth-Grade Females (see Appendix Q) showed all girls who responded to the survey reported they liked to read magazines and named several as their favorites. Some of these were Seventeen, Teen, All About You, Nickelodeon, World Magazine, and Cosmopolitan. They named the types of articles that they liked to read, such as advice columns, articles about problems with boyfriends and problems with friends, and articles about fashion.

When asked how they liked girls and women to be shown in pictures in the magazines, girls responded with comments such as "pretty," "with nice clothes," and "with pretty hair." Girls responded they liked to watch television and named several programs such as Sabrina the Teenage Witch, Growing Pains, Baywatch, MTV ("When I'm at my friend's house."). When asked how they liked to see girls and women shown on television, they answered "cute," "funny," "with fashionable clothes," and "with lots of boys."

Girls showed no awareness of a gender bias problem.

The writer conducted these surveys to determine if girls were aware of the documented bias received from teachers, parents, authors of textbooks, sports writers, recreation leaders, and authors of popular teen magazines.

Causative Analysis

There were several causes of school girls' lack of awareness of the existence of gender bias. The writer's school had a reputation for excellence. Many of the teachers were experienced and many of them had master's degrees. The majority of students worked hard and were well behaved.

Observations made by the writer in four classrooms however, showed that both male and female teachers, despite being good teachers, unwittingly displayed gender bias towards female students in expectations of their abilities in historically male-dominated areas such as science, mathematics, and physical education (sport). Even in subjects such as language arts in which females were expected to do better than males, female students were treated differently. Girls viewed these behaviors by authority figures and role models--their teachers. They also indicated, according to student surveys, that they liked the way subjects were taught, they liked the pictures and illustrations in textbooks, and they accepted that boys were called on more often and got to do more demonstration. They seemed to accept this with no complaint even when they said they did not get to participate as often as boys in some activities and were not leaders as often.

Students at this elementary school had, overall, extremely supportive parents who wanted the best for their children. They were, however, typical families often engaged in gender stereotyping and role modeling for their children. The 66 returned parent surveys showed mothers who worked in full-time jobs still handled the majority of all household chores, mealtime preparation, transportation, discipline of children, and they worked with children on homework assignments. Female children viewed stereotypical roles and responsibilities of their mothers who they saw as good role models and it appeared that they accepted this lifestyle without question.

Overall, fathers were viewed in more powerful positions than mothers and most earned higher wages. Fathers reached higher levels of education than mothers. Among mothers the highest levels of jobs were teachers and nurses while many males reported jobs in engineering, one an aerospace engineer, and another a medical doctor. Daughters viewed males in higher-salaried roles of greater importance. Girls responded on most surveys that their parents were good role models. School girls viewed home routines where female parents did most of the housekeeping and child-rearing jobs.

An analysis of textbooks used by students in science, mathematics, and language-arts classes showed evidence of bias toward female students. Female students saw themselves depicted fewer times than males and in roles that were not as important or as exciting as male roles. Adult females were shown in pictures and illustrations throughout the 1994

science book 35 times fewer than were adult males. The differences shown in pictures and illustrations of children were not quite so pronounced. Female children were shown 15 fewer times than male children. However, girls still reported that they liked these textbooks. They did not seem to be aware of a problem.

The authors of the 1992 mathematics textbook showed bias toward females. In this textbook, however, bias was shown less toward female students and more toward adult females. Female students were shown in pictures and illustrations only 4 fewer times than male students. However, female students viewed adult females 11 fewer times than adult males. There was a difference in how these adult males and females were depicted. Men were shown in positions that ranged from a clown to a king, and women were shown in positions such as a customer at a counter and a weather person. Girls showed no awareness of a problem.

The language book used by students was published in 1986. It was used by teachers because it was a good book. However, the problem of bias was shown. Adult males were shown in pictures and illustrations 10 more times than were females. Male children were depicted four more times than female children. The differences were less pronounced than in other textbooks, which was surprising because of the book's date, but there were also fewer pictures and illustrations overall. Girls still indicated there seemed to be no problem.

Female students observed less attention and importance

given to girls' sport and recreational opportunities. Underrepresentation of females in sport and recreation was evident in a search of the newspaper, which showed, overall, women in sport articles, pictures, and TV and radio listings far fewer times than males. Females were written about in articles 105 fewer times than males. Females were shown in pictures engaged in sport 28 fewer times than males. Advertisements of TV listings showed a difference of 111. Women's sport contests were featured far fewer times. Advertisements of radio listings showed a difference of 17 in coverage of women's sporting events. Girls reported that males were written about by newspaper sport writers more often by a slight number. Regarding sport and recreational opportunities, girls showed their lack of awareness of a problem by their indication that there were equal opportunities for males and females.

Girls saw themselves portrayed in stereotypical ways in popular teen magazines. In one magazine alone there was a total of 42 articles, pictures, and advertisements concerning topics in which females were construed as having limited interests. Topics were makeup, hair, boys, and body shapes. Only two of these articles could be described as important to females' positive self-perception and future aspirations. Girls' surveys about their perceptions of these magazines showed that they liked these articles about girls. They indicated that there was no problem. Most all liked the magazines and indicated interest in the articles presented.

Female students displayed apprehension, lack of

confidence, or disinterest about some historically male-dominated subjects. Surveys that showed their views of science, mathematics, language arts, and physical education classes were analyzed. Girls indicated somewhat less interest in these subjects except for language arts because they appeared to like reading much more than boys.

Such evidence showed that the problem of gender bias was pervasive. Because this behavior was practiced by persons important to girls such as parents, teachers, and others, they were exposed to this bias from important role models.

Relationship of the Problem to the Literature

A review of the literature identified researchers (Sadker & Sadker, 1994; Wellhousen & Yin, 1997) who found that gender bias in classrooms often went undetected. Male and female students were viewed differently in the classrooms, which affected the development of students and especially of girls' confidence and achievement. Even when boys and girls were in the same school classrooms, the education they received was different.

A number of authors (Bazler & Simonis, 1991; Bianchini, 1993; Sadker, 1991; Shepardson & Pizzini, 1992; Tobin, 1988) documented evidence of the lack of gender fairness in math, science, and other classrooms where perceptions of boys' and girls' abilities in subjects were viewed differently by teachers. This occurred even when boys and girls were progressing equally. Such views about perceived differences in males' and females' abilities contributed to differential treatment by teachers, including tendencies to interact less

with female students and to assign fewer tasks to girls.

Researchers (Jones & Wheatley, 1990; Sadker, 1991; Sadker & Sadker, 1994; Scott & McCollum, 1990; Wellesley College Center for Research on Women, 1992) documented inequities in academic settings where boys were often placed in higher ability groups, called upon with higher frequency, and received higher quality interactions. These differences also included greater attention to boys' responses in class discussions, longer time periods to answer questions, and more help and praise.

The review of the literature showed parents' gender bias contributed differentially to the socialization of their children Researchers (Bradley, 1993; Eccles, Jacobs, & Harold, 1990; Hochschild, 1990; Holland & Skinner, 1987) were among those who researched this topic and showed that gender stereotyping, role modeling by parents, and parents' perceptions of children's skills and abilities contributed to children's perceptions of male and female roles. They also described ways that gender role attitudes affected jobs assigned in the household. There were suggestions that children learned the meaning of gender through observations and participation in household chores, about differences in age and status, and about differences in their home routines and those of others. Other research (Bradley, 1993; Hochschild, 1990) showed some evidence of increased sharing of tasks between the sexes, but because women were the ones with the heaviest work loads and were the assigners of work to be done, children more often did women's tasks.

The literature showed additional evidence of bias toward females. Authors (Bazler & Simonis, 1991; Bianchini, 1993; Murphy, 1991) of textbooks still have not done enough to reduce impediments to women in science. This was evidenced by pictures and illustrations in science texts that depicted males more than females even when half the population is female. Textbooks as well as curriculum continued to contribute to stereotypical views of women, or to the exclusion of some important female role models.

Other researchers (Gilbert & Taylor, 1991; Kortenhaus & Demarest, 1993) showed that children's literature, including award-winning books, was still influential for children despite television's powerful effects. However, they showed that males' and females' actual behaviors were often incorrectly portrayed and girls and women were often shown in diminished and impractical ways.

The review of the literature revealed several authors (Engel, 1994; Greendorfer, 1987; Lough, 1998; McBride, 1990) who wrote about the existence of gender bias in sport. These authors described girls' and women's socialization into sport and explained impediments to entry into this area. Parents' and teachers' pressure on girls and young women to adhere to feminine roles and to participate in gender-appropriate sports and activities were some of these blocks. Evidence was shown that female teachers in physical education classes frequently called boys by their first names far more often than did male teachers. Young women's personal views were that good reasons for participation in sports were to keep in

good shape (i.e., to maintain a good appearance). They also described a historical lack of interest in female athletes by the media that contributed to girls' distancing of themselves from sport. Lough stated that things have changed, albeit slowly, and women have gained positions in many new areas of sport as participants, coaches, trainers, reporters, and journalists.

Several authors (Comstock, 1993; Gardner, 1997; Hoffner, 1996; Schultze, 1990; Signorielli, 1993) uncovered evidence of gender bias in the mass media. These researchers showed ways that television depicted behaviors of characters displayed on the screen and found that viewers were affected as long as they felt they could benefit from the television characters in some way. Some of those who benefited were parents who used television as a way to keep their children busy even if they did not always approve of such role models. These researchers acknowledged that television's depictions of both males and females had changed dramatically since past research on the subject, but they also agreed, that unfortunately, the message given to females often was that romance and appearance were of utmost importance.

Numerous researchers (Becker, 1981; Hall & Sandler, 1982; Murphy, 1991) attempted to discover the causes for gender bias in the classroom. These authors sought to determine how different expectations in the classroom led to differential treatment of males and females. One author (Murphy) stressed the importance of equality in student assessment so that females, especially, would not be looked

at for what they had been previously exposed to, but for what they had learned in the classroom.

Studies (Greenberg-Lake, The Analysis Group, Inc., 1991; Fisher & Good, 1994) have stressed the importance of teachers to young women. These studies showed that, when there was bias or discrimination shown in classrooms, students were often unaware of it and certainly unlikely to report such behaviors.

Numerous reasons that students were exposed to gender bias through stereotypical role modeling by parents were identified. Researchers (Eccles et al. 1990; Kortenhaus & Demarest, 1993) studied ways that parents influenced their children's views of their identities and competencies through the socialization process. Such processes usually went along with that society's rules about gender role identity, which sometimes were stereotypical and, in turn, could have affected children's strivings toward mastery in particular areas.

Causes of differences in textbook portrayals of males and females were identified. Researchers (AAUW, 1992; Pearson, 1992) suggested reasons for girls' and young women's continued exposure to classroom materials and textbooks that continued to show gender bias. One explanation was that not much attention has been given to this problem that occurs in schools. Another reason has been disregard for the necessity of important role models for females who tend to promote females' styles of learning and development.

Causes were shown for differences in female and male

engagement in sport. Researchers (Beital & Kuhlman, 1992; Mead & Ignico, 1992; Schuster, 1991) showed causes of girls' hesitancy to participate in sports and its effects. One reason was girls' worry about body image. Girls scored themselves much lower on confidence scales concerning sport than males who most likely had much more experience in this area. Also, boys' involvement in sport could have affected the development of spatial skills necessary to both team sports and mathematics. These researchers believed, however, that practice and participation in motor development areas could have removed the effects of gender-related views.

The literature showed causes of media influences on viewers. One researcher (Jaffee, 1991) showed ways that females were portrayed in magazines, television, and in music videos in idealistic ways and how girls were socialized into this way of thinking from an early age. Others (Signorielli, 1993; Vanden Berg & Streckfuss, 1992) agreed that females continued to see themselves in mediums, such as television, portrayed in nurturing and beautiful ways. However, they agreed that with these stereotypical depictions came views of females being shown in positions of lower power and productivity in the workplace.

Chapter III: Anticipated Outcomes and Evaluation Instruments

Goals and Expectations

The goal of the writer was to ensure that target school-age girls would become aware of gender bias that affected the way they perceived themselves and their expectations for future career possibilities.

Expected Outcomes

The following outcomes were projected for this practicum:

1. Given the information gathered from the 1997-1998 school year, 8 of 10 targeted school girls will show increased awareness of gender bias in the classroom as evidenced by an increase of 3 responses showing such awareness, in a comparison of the preimplementation questionnaire responses to the postimplementation questionnaire responses.
2. Provided a counselor-developed matrix of criteria, 8 of 10 targeted girls will show increased awareness of parental stereotypical role modeling by producing a counselor-approved multimedia presentation of their choice, depicting at least one gender stereotypical home occurrence, by the end of the 8-month practicum implementation period.
3. Provided a counselor-developed matrix of criteria, 6 of 10 targeted girls will indicate increased awareness of gender bias by authors of textbooks by developing one graphic or pictorial representation indicating a comparison of the number of times adult males versus adult females are shown, or the number of times male children versus female children

are shown in pictures and illustrations, using one of their texts.

4. Using a counselor-developed matrix of criteria, 6 of 10 targeted girls will show increased awareness of female underrepresentation in sports and recreational opportunities by developing a graphic representation. This representation will consist of a combination of at least eight pictures and eight articles of two days' local newspaper sports section pictures and articles about women as compared to men, or of a comparison of five types of recreational opportunities for men and five for women as printed in the local community center schedule, by the end of the 8-month practicum implementation period.

5. Eight of 10 targeted girls will show increased awareness of gender bias by authors of magazines by creating a collage on construction paper provided by the counselor, consisting of at least five stereotypical or trivialized portrayals of females from a variety of counselor-approved magazines, by the end of the 8-month practicum implementation period.

Measurement of Outcomes

All measures were gathered during the period of practicum implementation that occurred over a period of 8 months during the 1998-1999 school year. Measurements included a preimplementation questionnaire, a postimplementation questionnaire, a student multimedia presentation, a student-made graphic representation, and a student-made collage. The writer developed an appropriate description for each project. This was provided to students

prior to development of each project and after that particular area of training had been completed.

Surveys and questionnaires completed by students were reviewed and tallies made of answers concerning bias in five major areas. The writer documented answers in the areas of student awareness of classroom bias by teachers in the classroom, parental bias by gender typing and stereotypical role modeling in the home, textbook bias by authors of materials used by students in the classroom, bias in sport through underrepresentation of females, and bias by authors of teen magazines. During training sessions for determining awareness of gender bias in the various areas, the students were provided with a counselor-developed matrix. This matrix clearly described any and all criteria for the successful completion of the project.

The matrix was used to determine if the individual outcomes of the practicum had been met. If the developed intervention was successful, girls would demonstrate increased awareness of gender bias. At the end of the practicum, each targeted student was able to identify forms of gender bias. A questionnaire was used at the beginning and end of the implementation phase. The charted information was looked at for the number of gender bias awareness responses. This information was charted and a comparison used to determine if intervention was successful. It also indicated any areas that could be improved.

Chapter IV: Solution Strategy

Statement of Problem

School-age girls were unaware of gender bias that affected the way they perceived themselves and their expectations for future career possibilities.

Discussion and Evaluation of Solutions

This was a problem in the writer's work setting. References to gender bias and suggestions for strategies to ameliorate this situation were documented in the literature. Solutions suggested by the literature contributed to valuable work setting solutions for this writer's plan to help female students.

The review of the literature found references to a report (Nurturing Science and Engineering Talent: A Discussion Paper, 1987) that showed evidence of shortages in areas such as science and engineering especially among women. Researchers (Clewell & Anderson, 1991; Evans, Whigham, & Wang, 1995; Fandt & Stevens, 1990; Kruse, 1992), who were also concerned with increased feminine awareness of the problem, promoted the idea of increased opportunities by females to discuss the topic. They also discussed the importance of being introduced to nontraditional role models. Other methods by these researchers showed attempts to change students' attitudes about female competence and success in science, mathematics, and other areas. It was agreed that when boys and girls were exposed to female role models they began to see them as competent in jobs not always considered women's domain. Others (Bartholomew and Schnorr, 1994) added

that it was also helpful to introduce girls to career curriculums that increased girls' confidence to pursue nontraditional jobs.

Other authors (Sadker, Sadker, & Stulberg, 1993; Bryant, 1991) wrote about ways and methods to insure that classrooms were free of gender bias. These authors agreed that teacher training was of great importance to attainment of bias-free classrooms because often the teacher's lack of awareness about gender bias was the problem. They also verified that most teachers wanted to be good teachers and that gender bias was often unintentional

Some researchers (Bartholomew & Schnorr, 1994; Peters, 1994; Phipps, 1995; Stroeher, 1994) stressed the importance of allowing students to increase their awareness of a large number of occupations and careers. Some methods were to find out about students' attitudes concerning future careers at an early age. These authors suggested students could conduct interviews about jobs with important adults including family members. Career days and class discussions could also contribute to students' future career dreams. Suggestions were made about the provision of mentors who could help girls and young women view a variety of occupations and careers. Girls could also be encouraged to come to conclusions about ways girls and women are portrayed through various projects such as collections of newspaper and magazine pictures and articles that could, in turn, be made into collages.

Some other researchers (Ancis & Phillips, 1996; Evans, Whigham, & Wang, 1995) differed somewhat in their views

concerning awareness of gender bias. Instead of proposing the value of practice sessions for girls and young women to help them know how to deal with instances of gender bias, they disagreed with the notion of separate classes for the sexes.

Description of Selected Solution

As a result of this literature search concerning solutions to the problem the writer generated some ideas. This writer attempted new and creative ways to help target students explore gender bias issues that existed in school, home, and other settings. The writer also wished to encourage female students to become aware of existing problems and their causes. This writer led small groups of third-grade and fifth-grade target female students who had been selected by their teachers and who had permission from their parents to participate. The purpose of these groups was to increase school-age girls' awareness of evidence of gender bias through the use of self-awareness and career-exploration groups.

The writer involved all students in target groups in the annual school-wide Career Day arranged by the writer. The writer also involved the target students' parents whenever possible or relevant.

Implementation of the practicum was outlined in the following:

1. The plan was detailed.
2. The plan was for 8 months' duration.
3. The purpose of highlighted dates on the calendar

was to encourage participation as a viewer and to create awareness of opportunities and realistic views of special events in which girls in this district were involved, in academic, sport, and other areas.

Report of Action Taken

The 8-month practicum was begun by the writer one month after the 1998-1999 school year started. The writer had informally invited teachers with whom she wished to work during the previous spring. At the beginning of the first month of implementation, formal Invitation Letters to Target Teachers (see Appendix R) were sent that invited participation in the practicum experience. These letters asked for recommendations of six third-grade and six fifth-grade female students in their classrooms to participate in groups. Also provided was a Student Permission Form (see Appendix S) that teachers sent home to parents. Participating teachers were thoughtful in the selection of students; signed permission forms were returned quickly. The teachers reported there was great excitement from students. The writer and teachers met to decide on meeting times for the groups. It was determined that fifth-grade groups would meet at 11:00 a.m. on Tuesdays and third-grade groups on Fridays at 2:00 p.m. Two mothers who wanted to know more about the groups met with the writer prior to the first meeting of students.

All signed permission slips were returned by Tuesday of the week 2 of implementation. Therefore, the fifth-grade group began on Thursday as scheduled. Six rather

somber-faced girls knocked on the writer's door for the first meeting. The group seemed unsure of what was going to happen. The writer introduced herself although all knew her and explained the purpose of the meetings. Target students were told they would be asked to fill out a preimplementation survey, attend weekly meetings throughout the school year, participate in designated activities, fill out a postimplementation survey at practicum end, and attend the final session, which included their parents.

The writer handed out manila folders to each student and put a choice of magic markers on the table. Students were told to design a folder with their name on the front. They could decorate it with something that described them and their personality. The writer told them to think of a name for the group. The final activity of the meeting included each student's completion of the Piers-Harris Children's Self Concept Scale (Piers, E., & Harris, D., 1969).

Week 3 began with a discussion of ground rules for the group meetings. Rules included sitting around the writer's work table, taking turns speaking, and treating others' contributions with courtesy. There was also discussion concerning confidentiality. Students were instructed to fill out the Preimplementation Questionnaire - Students (see Appendix T). The writer explained there might be several unfamiliar terms. Instructions were to make a good effort. The writer showed students a fun way to end their meetings and promote teamwork.

Week 4 consisted of an activity called "Me and My

Family." Students were instructed to draw a simple representation of their family. The writer explained that many families may be different and that it was alright for their family to be unlike another's family. Each student and the writer provided family descriptions that included information about names and ages and something that made their family unique. The group finished the session by reading a short book called A Family is a Circle of People who Love You (Jasinek & Ryan, 1988). Each student read one sentence and passed the book to the next person.

Week 1 of the 2nd month included another activity related to families. Students made a simple family tree in which they wrote in names of parents, siblings, grandparents, and cousins. Further work included a discussion concerning family members' roles and responsibilities. Each girl filled cut a family responsibilities worksheet. The list included chores and the family member who usually carried out that job. Chores were divided into categories of household chores, pets, and outside/yard.

During week 2, students wrote descriptions of their parents' jobs, whether it was working at home or at another location. Students divided a sheet of paper with one parent at the head of each column. They described the current job and a former job if they wanted. The writer gave the students an interviewing work sheet for their parents. This was an assignment for students to bring back to the group the following week.

During week 3 students read their interviewing work

sheets to the group. The writer compared student work sheets to information provided by parents, and determined that students seemed to have a good understanding of their parent's jobs.

During this group meeting, the writer described the first outcome assignment: a multimedia presentation that depicted at least two stereotypical home occurrences. The writer gave examples of ways students could do the assignment that included a written narrative, pictures, a recording, or a video, and she explained that they had two weeks in which to complete the assignment.

Week 4 included a discussion of the students' environments. They were asked to look at the various people in their surroundings who influenced and were necessary to them and their families. Discussion included a look at their neighborhood and neighbors, extended family in the area or elsewhere, friends, and places they went. Such locations included stores to purchase food, clothing, household necessities, post office, and medical facilities. Students discussed who worked in these places. They also looked at places that males and females worked and at what types of jobs males and females seemed most likely to work.

Week 5 consisted of a discussion about school. Students shared how long they had been at this school, or at others, and their likes and dislikes about it. Students marked on a scale of one to 10 (least like = 1, most like = 10) their feelings about how they felt about particular subjects. Students then discussed why they made those

choices. The counselor asked them, "Was it the subject, the teacher, or the influence of your parents?" that made the difference in their likes and dislikes. The writer also talked to the teachers of both groups about how the girls were doing and asked the teacher how the students seemed to feel about coming to the group.

Week 1 of the 3rd month started with a discussion of recreational pursuits. The writer asked several questions to promote discussion: What do you do for fun? Do you participate in an organized sport? What do you watch on TV? Who are your favorite characters? What kind of music do you like? What kind of magazines do you like? What kind of books do you like? How are females portrayed in these forms of media? Do you ever feel embarrassed about these portrayals? Who is your coach or leader for sports or other group? Is it a male or female? Do your parents encourage your participation? Do they participate in any recreational, sporting activities?

Week 2 began with the writer advising students that it was Fire Prevention Week. They participated in a discussion called "Let's Look at Occupations." Students brainstormed as many jobs as they could think of and students got to get up and write their contribution on the tablet attached to the easel. Students then indicated M (male), F (female), or B (both) for each job they listed. They were asked to think about who they thought should or could hold this type of job. Then, students picked out five occupations they thought would be the best jobs. They were asked why they made those

choices and what made them say that this job could be done best by a male or female. Then they wrote or drew a short description of their view of the job.

Week 3 began with the writer's announcement that it was National School Lunch Week. Students looked over the Young Person's Occupational Outlook Handbook (U.S. Department of Labor, 1996). Students looked at job descriptions, job requirements, and salary expectations. They looked at roles for female and male workers and were asked if they saw stereotypical patterns and expectations that existed in the types of work women did. Discussion also focused on why it appeared that women were usually the workers they saw working in the school cafeteria.

Week 4 began with the writer's statement that it was National School Bus Safety Week. Students were asked to consider whether it mattered whether the drivers were male or female, and what skills these workers needed to possess. Focus was on driving skills, a good safety record, first aid knowledge, and good interpersonal skills. Students and the writer talked about salary for these important workers and further discussed whether they thought the importance of the job matched what these workers were paid.

During the 1st week of month 4 the writer announced that it was the weekend for the Girls' Volleyball District Tournament. The writer introduced the topic of women's athletics. Girls listed some of the activities in which girls participated. They talked about classes and events offered at recreation centers, youth athletic programs, and

those advertised and recognized in the newspaper. The writer posed a question concerning publicity for girls' and women's events: Did the girls think such activities received as much attention as boys' and men's events? At the end of the discussion the writer explained the outcome assignment pertaining to underrepresentation of females in sports, and she gave suggestions of ways for the job to be accomplished. The group decided to work together on the assignment.

The writer came to the 2nd week's session with several girls' and women's sport magazines. Students worked together and cut out pictures from the magazines. They were pasted on poster board to make collages, one for each building.

Week 3 began with the writer's announcement that the Boys' and Girls' Swimming and Diving Tournament would be held over the coming weekend. Also planned were the District Cross Country Meet for both boys and girls and the Girls' Volleyball State Tournament. Because the previous week's posters had not been finished, students continued work on them. During the week the writer had the posters laminated by school volunteers to be displayed during the month of March.

The 4th week was announced as American Education Week. Students were given The Career Game Explorer booklets (Trow, 1997) to read together and fill out. Books allowed students to look at personal likes, dislikes, interests, and talents they possessed. The writer explained that they would work on the book together and each student took a turn reading a page. After the page was read, students marked their

interests and filled in the appropriate squares or information. The activity was time-consuming and the group was told they would work on it more the following week.

During week 5 students finished their career explorer workbooks, tallied their totals, and announced the types of careers in which they might be interested. Students discussed whether they were surprised about what they found about themselves, how interesting various careers looked, and whether they saw future possibilities in those careers for themselves. Holidays followed the end of the week's activities. Students were asked to think about the types of workers they saw while away from school or on vacation.

During the 5th month, week 1 began with the writer's request to hear about students' holiday activities. Students described places they visited, day care experiences if parents had to work, and special persons they visited or entertained.

During week 2 the writer introduced the Greek myth, Pandora. She sought to bring attention to ways stereotypes become what is expected, or the norm. She attempted to show how stereotypes about women occurred in this story. The writer asked students to guess how the story might have been different, if first a woman had been created, and if a man were actually Pandora. At meeting's end, students were asked to bring a favorite magazine for the next week's session.

The 3rd week began with a review of the Pandora myth that led to the leader's explanation of one of the outcome assignments. The writer led a discussion about differential

gender role messages that both girls and boys receive from parents, family members, and school officials. Students were told to look for, gather, and cut out pictures in the magazines they brought, in order to create a collage of stereotypical ways in which girls and women were viewed. They also compiled a stack of pictures of ways boys and men were portrayed.

Week 4 consisted of the actual arrangement and pasting of pictures into collages and posters. Some of the group members wrote messages about particular pictures.

Month 6 began with a discussion about the science fair. All students in grades three through six were required to enter, so the practicum group students all were required to do so. Discussion focused on their proposed topics. The school's art fair entries were also due and students discussed projects they thought they might win.

During week 2 of this month, science fair projects were displayed throughout the hallways and in the library. The groups' activities consisted of using the time to look at all projects. Students took the writer to see their projects in both the science and art fairs. By the end of the week science and art fair school winners were announced.

Week 3 consisted of group meetings revolved around discussions about National Women's History Month materials that the writer had ordered earlier in the year. A "Women on Stamps" poster was shown to the girls and they viewed a video about famous women in history.

During week 4 of the month, activities centered on the

school-wide Career Day. Students names were drawn to match them up with invited guests. Both third-grade and fifth-grade groups were assigned to speakers they would guide throughout this special day.

Spring break followed the Saturday after Career Day and the writer took time to gather materials and projects that students had completed, to date. Data was tallied and proposed ideas for presentation of the results was planned.

Month 7 began during the 2nd week of the month. Discussion centered on Career Day that had occurred before the spring vacation. Students were encouraged to tell what they thought was exciting about the jobs of the three speakers. They were asked to discuss what their guest did, what they learned about their skills and talents, personal qualities they noticed about the presenter, and personal qualities that seemed to fit with the requirements of the job. They also wrote thank you notes to their guests.

Week 3 included State Comprehensive Achievement Testing, but this did not interfere with the group meetings. The writer changed the meeting date of one group. The writer announced it National School Nurse Day, and students discussed what it would be like to be a nurse. Also two sports tournaments were announced: The District Girls' Basketball Tournament, and the District Boys'/Girls' Soccer Tournament. The leader encouraged attendance.

Activities for week 4 during month 7, and weeks 1 and 2 during the 8th month, centered around reading about careers and accomplishments by women. Students took turns reading

books in a series You Can Be a Woman... (Cascade Pass, Inc.). Students chose four of the 8-book series to read. During week 3 students read, You Can Be a Woman Zoologist (Thompson & Cohen, 1992), and You Can Be a Woman Marine Biologist (McAlary & Cohen, 1992). During week 4 the students read You Can Be a Woman Engineer (Cohen, 1995), and You Can Be a Woman Cardiologist (Redberg & Cohen, 1996).

Week 3 of the final month of implementation began with a public address announcement of names of boys and girls whose science projects had been submitted to the south area science fair. Those students traveled to the school where the competition was held. At the end of the day, one third-grade and one fifth-grade member of the groups were announced as winners, to the great excitement of the writer and students. The writer reiterated that girls were good at science.

During the groups' meetings this week, girls participated in coloring beautiful designs that had been copied for them by the writer. The writer's premise was that girls were creative and individual, and that she knew each design would be unique. Also discussed with students was that creative designs are made for textiles, buildings, and homes. The writer emphasized that creative talents could lead to future jobs.

Week 4 of of the 8th month was devoted to each student filling out the Postimplementation Questionnaire - Students (see Appendix U). It was also for planning the parents' visit at the final meeting. The writer wrote a Parent Cover Letter About Final Meeting (See Appendix V) for students to

take home to parents with the Invitation to Final Celebration (see Appendix W). Students voted for their favorite types of pizza and drinks, and the writer instructed them about the format for the final meeting. All agreed and volunteered to present their favorite activity from the ones proposed by the writer.

The last meeting was the pizza party for students and parents. The order of events in the groups were slightly different, due to late arrival of the pizza during the fifth-grade party. Students took turns describing activities in which they had participated. They also showed parents the various posters and collages they had made during group sessions. At the meeting's end, the writer thanked parents for their support and for allowing participation of their children. The writer returned portfolios and completed projects to students after their presentations.

The writer wrote thank you notes to all of the student participants and guests. The writer also wrote thank you notes to classroom teacher participants, to the principal for allowing the practicum to be carried out, and to the assistant principal for serving as practicum verifier. The writer compiled all survey information and notes from the journal kept during practicum. Finally, the writer began writing the final report.

Chapter V: Results

Results

The problem was that school-age girls were unaware of gender bias that affected the way they perceived themselves and their expectations for future career possibilities. The solution to the problem was to increase awareness of gender bias through the provision of self-awareness and career-exploration groups for target third-grade and fifth-grade girls.

The following outcomes were projected for this practicum:

1. Given the information gathered from the 1997-1998 school year, 8 of 10 targeted school girls will show increased awareness of gender bias in the classroom as evidenced by an increase of 3 responses showing such awareness, in a comparison of the preimplementation questionnaire responses to the postimplementation questionnaire responses.

This outcome was met.

It is important to note that a total of 12 students participated in the practicum, 6 third-grade girls and 6 fifth-grade girls. The writer did not know exactly how many students could participate at the initial proposal stage.

Results of fifth-grade girls' preimplementation and postimplementation questionnaires were as follows.

Fifth-grade target girls showed increased awareness of gender bias as indicated by their increased ability to answer questions asked on the preimplementation to postimplementation questionnaires. This was true on all

questions except for one question which remained the same.

The preimplementation questionnaire showed that 3 of 6, fifth-grade girls correctly defined the term "gender," and 3 of 6 answered incorrectly. The postimplementation questionnaire showed that 6 of 6 correctly defined this term, which indicated an increase of 3 positive answers. Six of 6 could not define the following words in questions two, three, and four on the preimplementation questionnaire: "bias," "stereotype," and "discrimination." On the postimplementation questionnaire, 5 of 6 defined "bias" which showed a positive increase of 5. "Stereotype" was correctly defined by 5 of 6 girls on the postimplementation questionnaire, which showed a positive increase by 5. Five of 6 correctly defined "discrimination," which showed a positive increase of 5.

To opinion questions that asked whether they were good at reading, on both preimplementation and postimplementation questionnaires, 6 of 6 answered, "yes." Asked, "Who is better at reading?", boys or girls, 5 of 6 girls answered on preimplementation questionnaires, that, "Girls are better at reading than boys." On postimplementation questionnaires, 2 of 6 girls answered that, "Both boys and girls are good at reading," which indicated positive responses.

To the question about math ability, only 2 of 6 girls responded on the preimplementation questionnaire they were good at math. The postimplementation questionnaire showed that 4 of 6 indicated, "I am good at math," an increase in 2 positive responses. Asked on the preimplementation

questionnaire, "Who is better at math?", 4 of 6 girls responded, "Boys are better at math than girls." The postimplementation questionnaire showed 3 of 6 girls indicated, "Boys are better at math," and 1 of 6 answered, "both," an increase of 2 positive answers. Only 2 of 6 fifth-grade girls indicated, "I am good at science", on the preimplementation questionnaire, and these same two girls indicated, that "Girls are better at science than boys." On the postimplementation questionnaire, 5 of 6 girls said, "I am good at science," a positive increase of 3. To the question on the preimplementation questionnaire, "Who is better at science?", 4 of 6 girls indicated "boys." A positive increase was shown on the postimplementation questionnaire, where only 2 of 6 girls indicated that boys were better at science, and where 4 of 6 answered that, "Both boys and girls are good at science."

A question asked about being good at physical education/sport. Three of 6 girls answered, "I am good at it," on the preimplementation questionnaire, and there was one, "non applicable" answer, because she was a student with a handicapping condition who required the use of a wheelchair. Postimplementation questionnaire results showed 5 of 6 students answered, "I am good at sport," a positive increase of 2. Preimplementation questionnaires showed 4 of 6 girls who indicated that, "Boys are better at sport." Six of 6 positive responses indicated that, "Both boys and girls are good at sport," on postimplementation questionnaires.

Remaining preimplementation and postimplementation

questionnaire inquiries asked, "Is there anything you want to do, but could not, because you were a girl?" Two of 6 answered, "yes," and answers included, "playing baseball," and, "playing softball with boys at recess or at after-school care activities." Both students responded that they did not talk to anyone about their concern. Preimplementation questionnaires for both fifth-grade and third-grade students did not include the question about what the girls wanted to do when they grew up. Postimplementation questionnaire results for fifth-grade girls included students who wished to be: a singer, doctor, or basketball player; a mechanic; a lawyer in the Navy, singer, doctor, or teacher; a veterinarian or artist; a doctor or nurse, veterinarian, or work in a baby nursery, and a student who wanted to be a veterinarian, work for a doctor, or design chairs.

Third-grade girls showed increased awareness of gender bias as indicated by their increased ability to answer questions asked on the preimplementation to the postimplementation questionnaires. Third-grade girls showed more pronounced changes in their answers than the fifth-grade girls. The preimplementation questionnaire showed that 6 of 6 third-grade girls could not define the term "gender." The postimplementation questionnaire showed that 6 of 6 correctly defined this term, which indicated an increase of 6 positive answers. Six of 6 could not define the following words in questions two, three, and four on the preimplementation questionnaire: "bias," "stereotype," and "discrimination." On the postimplementation questionnaire, 6 of 6 defined

"bias," which showed a positive increase of 6. "Stereotype" was correctly defined by 5 of 6 girls on the postimplementation questionnaire, which showed a positive increase by 5. Five of 6 correctly defined "discrimination" on the postimplementation questionnaire, which showed an increase of 5.

To opinion questions which asked whether they were good at reading, on both preimplementation and postimplementation questionnaires, 6 of 6 answered, "yes." Asked who was better at reading, boys or girls, 6 of 6 girls answered on preimplementation questionnaires that, "Girls are better at reading than boys." On postimplementation questionnaires 2 of 6 girls still answered that, "Girls are better at reading."

To the question about math ability, 5 of 6, third-grade girls responded on preimplementation questionnaires that, "I am good at math." The postimplementation questionnaire showed that 4 of 6 indicated they were good at math, an increase in 2 positive responses. Asked on the preimplementation questionnaire, "Who is better at math?, 5 of 6 girls responded, "Girls are better at math than boys." The postimplementation questionnaire showed 2 of 6 girls indicated boys were better at math, 3 of 6 answered "both," and 1 of 6 said, "Girls are better at math." Five of 6, third-grade girls indicated they were good at science on the preimplementation questionnaire, and on the postimplementation questionnaire, 4 of 6 girls said, "I am good at science," a decrease of 1. To the question on the

preimplementation questionnaire, "Who is better at science?", 5 of 6 girls indicated, "girls." Postimplementation questionnaire results showed 3 of 6 girls indicated, "Girls are better," while 1 of 6 said, "both."

A question asked about ability at physical education/sport. Five of 6 girls answered, "I am good at it" on the preimplementation questionnaire. Postimplementation questionnaire results showed 6 of 6 students answered that, "I am good at sport," a positive increase of 1. Preimplementation questionnaires showed 5 of 6 girls indicated that, Girls are better at sport." Postimplementation questionnaires showed only 2 of 6 responses indicated girls were better, while 3 of 6 indicated "boys," and 1 of 6 said, "both."

Remaining questionnaire inquiries asked if there were anything students wanted to do, but could not, because they were girls. Four of 6 answered there were, and answers included, "playing softball." Three of these students responded that they did talk to anyone about this problem. Preimplementation questionnaires did not include the question about what girls wanted to do when they were older. Postimplementation questionnaire results showed third-grade girls wanted to be: a veterinarian; talk show host; nurse; ballet teacher; cook, and the last student, a wrestler, electrician, or pro soccer player.

2. Provided a counselor-developed matrix of criteria, 8 of 10 targeted girls will show increased awareness of parental stereotypical role modeling by producing a counselor-approved

multimedia presentation of their choice, depicting at least one gender stereotypical home occurrence, by the end of the 8-month practicum implementation period.

This outcome was not met.

Eight of 12 students produced a product for this outcome. These 8 students wrote a few paragraphs or a page about a home occurrence or drew a picture. However, the leader's criteria for a multimedia project did not materialize. Only 1 of 12 students actually used a type of media for this assignment. This student recorded a short interview of her mother who talked about how difficult it was when one family member did the majority of the housework.

Examples of some works by 5th-grade students were as follows:

> My mom always does the laundry. I do the cleaning with my sister and my brother does nothing. My dad waters the lawn. My sister and I do the dishes. My sister cleans three bathrooms. I clean the rooms and vacuum. My dad sometimes cooks. I cook sometimes. My mom and dad both work.

Another assignment read, "At my house my mom is usually doing the laundry. My sister is usually talking on the phone, the coaches are mostly men, and there are always coach moms instead of coach dads!" Another student wrote, "At my house my parents share most of the jobs, but my sister and I share some jobs, too."

Also was written,

> At my house (Dad's), my grandmother does most of

the work. She washes the dishes. Sometimes I wash them, but mostly she does. She also cooks dinner. My father had an accident, so now all of the men from the church is doing the yard work.

Another of the group wrote,

At my home my mom and dad always cooks dinner. Some days my dad cuts the grass, so then my mom cooks dinner. But not all the time. My mom cuts the grass and weeds, like my dad. Then my dad has to cook dinner. My mom cleans the house all the time, like cleaning the floors and kitchen, and our bathrooms.

The last fifth-grade student wrote, "My mom does most of the work in our house, but my dad is mostly always at work making the money. My brother and I work in the yard and some things in the house like the laundry."

Third-grade girls completed some writings and two drew pictures. The most detailed was described in the following:

I didn't get to interview my parents, but here's my story. My mom is always doing the laundry. I don't think that's fair. I think my mom is afraid to let my dad do the clothes, because my dad shrinks all of my clothes. The only clothes my dad washes are his jeans. Next, my mom always cleans the house, except for my room. That's another thing I don't like. She's always scrubbing everything in her path. Then, about 5 days later it's a reck again. Last, my mom always does everything at school. Except

for the time my dad came to read to my classes. My mom does Math Super Stars. She also works in school very often. (She usually passes out at 8:00 pm). My dad works very hard at doing the dishes. He stands there scrubbing the dishes and complaining. What about me? I clear the table and clean my room. Sometimes my mom gives me some chores to do.

Two students drew pictures. One drew a picture of herself standing beside the table. The words on the picture were, "I do this job! I clear the table after we eat. I think my sister should help, that is fair." Another picture showed her mom next to the washing machine. Words on the picture read, "Mom always washes the clothes."

Another third-grade student wrote,

At my house, my mom normally always cooks dinner. I think the rest of my family counting me should pitch in sometimes. But Sarah and I can't always because we might get hurt but we can do the easy things. So from now on I going to try to pitch in by cooking dinner.

The student who actually completed the project recorded her mother making a statement. It was, however, very short, and said,

When you work full time, it is very tiring to be the one who always seems to be expected to do most of the jobs that need to be done around the house. It would be very nice if others offered to help

sometimes.

The writer chose an assignment that was too difficult for students to achieve for these grade levels. The writer was pleased with what students did, but realized that had students been provided equipment with which to complete the projects, there might have been better results.

3. Provided a counselor-developed matrix of criteria, 6 of 10 targeted girls will indicate increased awareness of gender bias by authors of textbooks by developing one graphic or pictorial representation indicating a comparison of the number of times adult males versus adult females are shown, or the number of times male children versus female children were shown in pictures and illustrations, using one of their texts.

This outcome was met.

Fifth-grade and third-grade students worked together in groups during their regular meeting times on this project. Information gathered from textbooks showed differences in male and female representations. Results were as follows. The third-grade science book, published in 1994, showed pictures and illustrations of adult males 38 times; adult females were shown 24 times; male children were shown 82 times and female children were shown 94 times. The third-grade mathematics book, published in 1998, showed differences in male and female representations. Adult males were shown 6 times; adult females were shown 8 times; male children were shown 156 times and female children were shown 161 times. The fifth-grade science book, published in 1994,

showed adult males 129 times; adult females were shown 49 times; male children were shown 127 times, and female children were shown 141 times. The 5th-grade mathematics book, published in 1998 showed adult males 25 times; adult females were shown 1 time; male children were shown 99 times and female children were shown 132 times.

Each student in the two groups volunteered to work on a particular portion of the project. Students in each group also took turns gathering the information from two different textbooks. Fifth-grade girls worked from two fifth-grade texts and third-grade girls worked from two different third-grade texts. They also shared tasks such as counting and recording. Other students worked on a way to present the information and all data was compiled.

Results of this search by students was noticeably different than the first search by the practicum leader. Female children were shown more frequently than male children in the more modern science and mathematics textbooks. Male adults, however, were shown far more often than female adults.

4. Using a counselor-developed matrix of criteria, 6 of 10 targeted girls will show increased awareness of female underrepresentation in sports and recreational opportunities by developing a graphic representation, consisting of a combination of at least 8 pictures and 8 articles of two days' local newspaper sports section pictures and articles about women, as compared to men, or of a comparison of five types of recreational opportunities for men and five for

women, as printed in the local community center schedule, by the end of the 8-month practicum implementation period. This outcome was met.

Fifth-grade students worked together, but each produced her own poster that displayed articles and pictorial representations of articles about girls' and women's involved in sport. Third-grade girls worked together to produce one large poster of a comparison of men's and women's depictions in the sport's section of the local newspaper. Students' findings in the fifth-grade group were the same because the group leader was able to use newspapers that were delivered to the school free of charge.

A couple of interesting titles emerged from the project. One student titled her poster, "Men Sky High, and Women to the Ground." At the center of the poster was a very large picture of a male basketball player dunking the ball in the basket. Another title was, "Notice the Difference?" The other four girls chose one of those titles to use on their posters.

5. Eight of 10 targeted girls will show increased awareness of gender bias by authors of magazines by creating a collage on construction paper provided by the counselor, consisting of at least five stereotypical or trivialized portrayals of females, from a variety of counselor-approved magazines, by the end of the 8-month practicum implementation period. This outcome was met.

Fifth-grade and third-grade girls' groups worked together in groups to produce collages which showed

stereotypical or trivialized portrayals of females from pictures in magazines. The writer had the collages laminated by school volunteers for display in the hallway during March, which was National Women's History Month. The writer witnessed a great deal of excitement about the creation of these products.

Discussion

This practicum experience was seen by the writer as one of the most exciting projects of her 11-year career as a school counselor. There were only two times throughout the practicum that group meetings were disrupted and it only occurred to each group of students once.

Students in each group were chosen according to the counselor's schedule and availability of such groups. The writer found these groups most pleasant. There were differences in these groups that the leader noticed from the very beginning of implementation.

Fifth-grade girls were, for the most part, fairly quiet and reserved. They came to group meetings at first looking quite pensive about what was to occur. Third-grade girls, in contrast, came to the first meeting showing great excitement. And, at one point, the group leader laughed as these gregarious students burst out with one of the Spice Girls' popular songs, singing the words, "Do a little dance, make a little love, get down tonight." The writer's first thoughts were, "What are these parents going to think this group is all about"?

There were also other differences in the behavior of the

groups. In some ways the third-grade group showed better behavior at meetings. Their constant excitement and enthusiasm to get things done took numerous reminders to work on the task at hand. But their ability to work together, and the fun they generated were refreshing.

The fifth-grade girls were a more pronounced mix of personalities. Two of the group were very mature. One student was the daughter of a teacher and a computer engineer, the other lived with her mother and family, and her father resided in New York. He traveled back and forth. One could tell that both students had close-knit families.

Another of the group was a student with a handicapping condition, and she required the constant use of a wheelchair. Two of the students were quite immature, often fighting with one another over "things" that they brought to the group meetings. One of the two seemed to always copy the ideas of the other. One of the girls could be very emotional over issues that did not seem important. The classroom teacher's observations were the same as those of the group leader.

Other observations of the groups' maturity levels were made by the group leader. It was immediately noted that third-grade students were quick to say that girls were better than boys at everything they did. They said that girls were better at reading, math, science, and sports. Fifth-grade girls seemed to have more realistic views of their own abilities. The writer noted that both groups acknowledged, on postimplementation questionnaires, that both boys and girls were good at many subjects. Fifth-grade students said

this more often than third-grade students. Both groups agreed that girls tried harder at many things.

At practicum end, the group leader sent a Parent Cover Letter About Final Meeting (see Appendix V) and an Invitation to Final Celebration (see Appendix W) to attend the final pizza parties and presentations by students. One party was held on the first Thursday in May, the next on Friday. Both parties were well-attended and extremely successful. Only one student from each group did not have a parent able to attend, but volunteered for some helpful duties during the parties. There were also two grandmothers and one aunt in attendance. Girls took turns showing guests the many projects they worked on during the school year. Parents were appreciative and supportive.

Recommendations

These groups could be successfully held for fifth-grade and sixth-grade groups. They could also be held for mixed girls' and boys' groups. Perhaps a better understanding of the problems associated with gender bias could be addressed with older students. Teacher training in this area also needs to be addressed. Time constraints always seemed to be a problem because of the extremely busy school year. This counselor was delighted to have students regularly attend group meetings throughout the year. And, on occasion the group leader discussed events that took place with teachers and parents.

Dissemination

The writer has two special friends, one a school

counselor, the other a counselor resource teacher who works in the district office. Both have been interested in this practicum since its inception, and have been interested in the groups' numerous activities and outcomes. The writer will make sure that they have the opportunity to read the report. The writer has appreciated their interest and support throughout implementation. The writer would be most happy to share activities and findings with anyone who might be interested.

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APPENDIX A

CLASSROOM OBSERVATION REQUEST

September 1997

Dear Teachers,

I am a Nova Southeastern University doctoral student in the Child and Youth Studies program. I will have several projects going on this year, one which will entail doing observations in the classroom. I promise to come in quietly so that I will not distract students and will sit in the back of the classroom.

If you agree or disagree to this arrangement, would you please indicate by checking the appropriate line.

Thank you very much,

Helena Corfield

_____ Yes _____ No

_____ Name _____ Grade _____ Room #

APPENDIX B

STUDENT OPINION SURVEYS ABOUT SCIENCE:

SIXTH-GRADE MALES - TOTAL

Student Opinion Surveys About Science:

Sixth-Grade Males - Total

1. How much do you think you like science?

   a. 2 of 59 - not at all b. 23 of 59 - a little

   c. 18 of 59 - alot d. 17 of 59 - my favorite

2. What is it that you like about science?

   a. 25 of 59 - It is interesting

   b. 10 of 59 - It is challenging

   c. 40 of 59 - You get to do experiments

   d. 3 of 59 - I can't think of anything

   e. 0 of 59 - Other (please add)

3. What is it that you don't like about science?

   a. *Comments will be added into body of paper

4. Can you name at least one scientist? (Please write in the name of the person. Don't worry about spelling).

   a. 17 of 59 could name 0 scientists

   b. 24 if 59 could name 1 scientist

5. Can you name two more?

   a. 10 of 59 could name 2 scientists

   b. 8 of 46 could name 3 scientists

6. Do you think science jobs should be held mostly by:

   a. 53 of 59 - men b. 6 of 59 - women

7. Does either of your parents work in a science related job?

   8 of 59 - yes, my mom 12 of 59 - yes, my dad

8. Have your parents ever said science was hard for them?

   16 of 59 yes, my mom 9 of 59 yes, my dad

APPENDIX C

STUDENT OPINION SURVEYS ABOUT SCIENCE:

SIXTH-GRADE FEMALES - TOTAL

Student Opinion Surveys About Science:

Sixth-Grade Females - Total

1. How much do you think you like science?

   a. 5 of 53 - not at all b. 26 of 53 - a little

   c. 19 of 53 - alot d. 6 of 53 - favorite subject

2. What is it that you like about science?

   a. 28 of 53 - It is interesting

   b. 14 of 53 - It is challenging

   c. 37 of 53 - You get to do experiments

   d. 1 of 53 - I can't think of anything.

   e. Other (please add

3. What is it that you don't like about science?

   a. *Comments will be added into body of paper

4. Can you name at least one scientist? (Please write in the name of the person. Don't worry about spelling).

   a. 20 of 53 could name 0 scientists

   b. 20 of 53 could name 1 scientist

5. Can you name two more?

   a. 5 of 53 could name 2 scientists

   b. 7 of 53 could name 3 scientists

6. Do you think science jobs should be held mostly by:

   (check one) a. 44 of 53 - men b. 9 of 53 - women

7. Does either of your parents work in a science related job?

   10 of 53 -yes, my mom 18 of 53 - yes, my dad

8. Have your parents ever said science was hard for them?

   22 of 53 - yes, my mom 19 of 53 - yes, my dad

APPENDIX D

FOLLOW-UP SURVEYS OF SIXTH-GRADE FEMALES - SCIENCE

Follow-up Surveys of Sixth-Grade Females - Science

1. Do you like the way the class is taught? 26 of 32 yes
   6 of 32 no
2. Is your teacher 32 male or 0 female?
3. How are your grades? 10 good 17 average 5 poor
4. Name the top 3 students in your class.5 named all girls;
   9 named all boys; 7 named 1 boy 2 girls; 11 named 2 boys and 1 girl.
5. Do you get to do hands-on experiments? 20 yes 11 no
6. Who are the leaders of cooperative groups most often?
   20 boys 8 girls 4 both
7. How are they chosen? 19 by teacher 13 by students
8. Who do you think your teacher calls on most often?
   13 boys 7 girls 12 both equally
9. Who do you think makes the most comments in class?
   25 boys 7 girls 0 both
10. How often do you feel that you raise your hand to ask or answer a question, but the teacher does not call on you? 9 frequently 13 sometimes 10 not often
11. Do you like the pictures in your textbooks? 22 yes 10 no
    Why or why not?_____
12. Who do you think textbook authors show more often?
    9 males 5 females 18 both same number of times
13. Sex of student completing survey
    0 male 32 female Thanks for your help.

APPENDIX E

STUDENT OPINION SURVEYS ABOUT MATH:

FIFTH-GRADE MALES - TOTAL

Student Opinion Surveys About Math:

Fifth-Grade Males - Total

1. How much do you like math?

   a. 0 of 29 - not at all b. 12 of 29 - a little

   c. 10 of 29 - like it alot d. 17 of 29 - favorite

2. What do you like about math?

   a. *See body of paper

3. What don't you like about it?

   a. *See body of paper

4. Can you name any mathematicians?

   a. 6 of 29 could name 0 mathematicians

   b. 2 of 29 could name 1 mathematician

   c. 0 of 29 could name 2 mathematicians

   d. 1 of 29 could name 3 mathematicians

5. Who do you think should hold mathematics-related jobs? Men or women?

   a. 21 of 29 - men b. 3 of 29 - women

   c. 4 of 29 - both

6. Do either of your parents work in a mathematics-related field?

   a. 13 of 29 - mom b. 19 of 29 - dad

   c. 4 of 29 - both

7. Have your parents ever said math was hard for them?

   a. 6 of 29 - mom b. 0 of 29 - dad

   c. 4 of 29

8. Do you think you could get a job in a math-related field?

   a. 18 of 29 - yes b. 7 of 29 - no

APPENDIX F

STUDENT OPINION SURVEYS ABOUT MATH:

FIFTH-GRADE FEMALES - TOTAL

Student Opinion Surveys About Math:

Fifth-Grade Females - Total

1. How much do you like math?

   a. 0 of 19 - not at all b. 7 of 19 - a little

   c. 8 of 19 - like it alot d. 3 of 19 - favorite

2. What do you like about math?

   a. *See body of paper

3. What don't you like about it?

   a. *See body of paper

4. Can you name any mathematicians?

   a. 7 of 19 could name 0 mathematicians

   b. 1 of 19 could name 1 mathematician

   c. 1 of 19 could name 2 mathematicians

   d. 0 of 19 could name 3 mathematicians

5. Who do you think should hold mathematics-related jobs? Men or women?

   a. 13 of 19 - men b. 3 of 19 - women

   c. 3 of 19 - both

6. Do either of your parents work in a mathematics-related field?

   a. 7 of 19 - mom b. 5 of 19 - dad

7. Have your parents ever said math was hard for them?

   a. 4 of 19 - mom b. 2 of 19 - dad

8. Do you think you could get a job in a math-related field?

   a. 13 of 19 - yes b. 3 of 19 - no

Thank you for filling out this survey.

APPENDIX G

FOLLOW-UP SURVEYS OF FIFTH-GRADE FEMALES - MATHEMATICS

Follow-up Surveys of Fifth-Grade Females - Mathematics

1. Do you like the way the class is taught?
   15 of 17 yes
   2 of 17 no
2. Is your teacher 17 male or 0 female?
3. How are your grades? 4 good 12 average 3 poor
4. Name the top 3 students in your class. 4 named all girls; 9 named all boys; 1 named 1 boy 2 girls; 3 named 2 boys 1 girl.
5. Do you get to do problems on the board? 11 yes 6 no
6. Who are the leaders of cooperative groups most often?
   10 boys 4 girls 3 both
7. How are they chosen?
   12 by teacher 5 by students
8. Who do you think your teacher calls on most often?
   8 boys 6 girls 3 both equally
9. Who do you think makes the most comments in class?
   13 boys 4 girls 3 both
10. How often do you feel that you raise your hand to ask or answer a question, but the teacher does not call on you?
    7 frequently 7 sometimes 3 not often
11. Do you like the pictures in your textbooks? 13 yes 4 no
    Why or why not? * In body of paper.
12. Who do you think textbook authors show more often?
    4 males 1 females 12 both same number of times
13. Sex of student completing survey 0 male 17 female

    Thank you for filling out this survey.

APPENDIX H

STUDENT OPINION SURVEYS ABOUT LANGUAGE ARTS:

FOURTH-GRADE MALES - TOTAL

Student Opinion Surveys About Language Arts:

Fourth-Grade Males - Total

1. How much do you like language arts?
   a. 1 of 14 - not at all b. 10 of 14 - a little
   c. 3 of 14 - like it alot d. 0 of 14 - favorite
2. What do you like about language arts?
   a. *Comments added into body of paper
3. What don't you like about it?
   a. *Comments added into body of paper
4. Can you name any writers?
   a. 10 of 14 could name 0
   b. 2 of 14 could name 1
   c. 1 of 14 could name 2
   d. 0 of 14 could name 3
5. Who do think should hold jobs in the language arts area? Men or women?
   a. 9 of 14 - men b. 5 of 14 - women
6. Do either of your parents work in a language-related field?
   a. 1 of 14 mom b. 0 of 14 - dad
7. Have your parents ever said language arts was hard for them?
   a. 2 of 14 - yes b. 1 of 14 - dad
8. Do you think you could get a job in this field?
   a. 7 of 14 yes b. 6 of 14 - no

Thank you for filling out this survey.

APPENDIX I

STUDENT OPINION SURVEYS ABOUT LANGUAGE ARTS:

FOURTH-GRADE FEMALES - TOTAL

Student Opinion Surveys About Language Arts:

Fourth-Grade Females - Total

1. How much do you like language arts?

   a. 0 of 8 - not at all b. 6 of 8 - a little

   c. 2 of 8 - like it alot d. 0 of 8 - favorite

2. What do you like about language arts?

   a. *Comments added into body of paper

3. What don't you like about it?

   a. *Comments added into body of paper

4. Can you name any writers?

   a. 2 of 8 could name 0

   b. 1 of 8 could name 1

   c. 4 of 8 could name 2

   d. 0 of 8 could name 3

5. Who do think should hold jobs in the language arts area? Men or women?

   a. 2 of 8 - men b. 8 of 8 - women c. 2 of 8- both

6. Do either of your parents work in language-related field?

   a. 0 of 8 - mom b. 0 of 8 - dad

7. Have your parents ever said language arts was hard for them?

   a. 2 of 8 - yes - mom b. 1 of 8 - yes - dad

8. Do you think you could get a job in this field?

   a. 4 of 8 - yes b. 3 of 8 - no

Thank you for filling out this survey.

APPENDIX J

FOLLOW-UP SURVEYS

OF FOURTH-GRADE FEMALES - LANGUAGE ARTS

Follow-up Surveys of Fourth-Grade Females - Language Arts

1. Do you like the way the class is taught? 6 yes 1 no
2. Is your teacher 0 male or 7 female?
3. How are your grades? 4 good 3 average 0 poor
4. Name the top 3 students in your class. 2 named all girls; 4 named 2 girls 1 boy; 1 named 1 boy 2 girls.
5. Do you get to demonstrate on the board? 5 yes 2 no
6. Who are the leaders of cooperative groups most often?
   3 boys 2 girls 1 both
7. How are they chosen? 5 by teacher 2 by students
8. Who do you think your teacher calls on most often?
   1 boys 1 girls 5 both equally
9. Who do you think makes the most comments in class?
   6 boys 1 girls 0 both
10. How often do you feel that you raise your hand to ask or answer a question, but the teacher does not call on you?
frequently sometimes not often
11. Do you like the pictures in your textbooks? 6 yes 1 no
    Why or why not? *See body of paper.
12. Who do you think textbook authors show more often?
    1 males 0 females 6 both same number of times
13. Sex of student completing survey
    0 male 7 female

Thank you for filling out this survey.

APPENDIX K

STUDENT OPINION SURVEYS ABOUT PHYSICAL EDUCATION:

THIRD-GRADE MALES - TOTAL

Student Opinion Survey About Physical Education:

Third-Grade Males - Total

1. How much do you like physical education?

a. 1 not at all b. 1 like it a little

c. 3 like it alot d. 14 my favorite subject

2. What do you like about physical education?

a. See previous lists in body of paper

3. What don't you like about it?

a. See previous lists in body of paper

4. Can you name any professional athletes?

a. 0 named none b. 8 named 1

c. 6 named 2 d. 8 named 3

5. Who do you think should hold sports-related jobs? Men or women?

a. 13 named men b. 3 named women c. 3 named both

6. Either of your parents work in a sports-related field?

a. 3 yes mom b. 1 yes dad

c. 6 no mom d. 6 no dad

7. Did your parents ever say they did not like physical education or sports?

a. 4 mom b. 3 dad c. 8 No both

8. Do you think you are good at physical education and sports? a. 19 yes b. 2 no

Thank you for filling out this survey.

APPENDIX L

STUDENT OPINION SURVEYS ABOUT PHYSICAL EDUCATION:

THIRD-GRADE FEMALES - TOTAL

Student Opinion Survey About Physical Education:

Third-Grade Females - Total

1. How much do you like physical education?
   a. 5 not at all b. 5 like it a little
   c. 3 like it alot d. 6 my favorite subject
2. What do you like about physical education class?
   a. See previous lists in body of paper
3. What don't you like about it?
   a. See previous lists in body of paper
4. Can you name any professional athletes?
   a. 1 named 0 b. 7 named 1 c. 2 named 2 d. 2 named 3
5. Who do you think should hold sports-related jobs?
   a. 12 named men b. 4 named women c. 2 both
6. Either of your parents work in a sports-related field?
   a. 7 No mom b. 7 No dad
7. Did your parents ever say they did not like physical education or sports?
   a. 3 mom b. 0 dad c. 4 No both
8. Do you think you are good at physical education and sports?
   a. 14 yes b. 5 no

Thank you for filling out this survey.

APPENDIX M

FOLLOW-UP SURVEYS

OF THIRD-GRADE FEMALES - PHYSICAL EDUCATION

Follow-up Surveys of Third-Grade Females - Physical Education

1. Do you like how the class is taught?7 of 9 yes; 2 of 9 no
2. Is your teacher _____0 male or 9 female?
3. How are your skills? 3 of 9 good; 4 of 9 average; 2 of 9 poor
4. Do you get to demonstrate skills? 3 of 9 yes; 6 of 9 no
5. Name the top 3 students in your class. 5 named all boys; 2 named 2 boys and 1 girl; 2 named 2 girls and 1 boy.
6. Who are the team captains most often? 3 named boys; 3 named girls; 1 named both
7. How are they chosen? 5 by teacher 4 by students
8. Who do you think your teacher calls on most often? 2 named boys; 1 named girls; 6 named both
9. Who do you think makes the most comments in class? 4 boys; 2 girls; 3 both
10. How often do you feel that you raise your hand to ask or answer a question, but the teacher does not call on you? 1 frequently; 2 sometimes; 6 not often
11. Do you like the sports videos shown in class? 5 yes; 4 no Why or why not? 6 of 9 wrote they were boring
12. Who do you think newspaper sports writers show more often? 4 males; 3 females 2 both
13. Do you think you have alot of chances to participate in sports and recreation? 6 yes; 1 no; 2 don't know
14. Sex of student completing survey 0 male; 9 female

APPENDIX N

PARENT SURVEY COVER LETTER

Parent Survey

Dear Parents,

I am a Nova Southeastern University doctoral student in the Child and Youth Studies Program. I would appreciate your willingness to help me conduct a research project. This information will remain confidential (names are not required). You can send this form to school with your child in the envelope provided or you can drop it off to my office located off of the patio area (room 103). Thank you very much for taking the time to help me with this survey.

Helena Corfield

School Counselor

APPENDIX C

SIXTH-GRADE STUDENTS' PARENTS SURVEY

Parent(s) Survey (Please check appropriate spaces below)

1. Describe the heads of household.

   65 mother 63 father

   2 female guardian 2 male guardian

   3 female step parent 4 male step parent

2. Educational levels of heads of household.

   * In body of paper - mother *In body of paper - father

3. Please write in job description of these persons.

   * Same as above - mother * Same as above - father

4. Number of children in household. * See body of paper

   _____ boys _____ ages of children (write in)

   _____ girls _____ ages of children (write in)

5. Who does most of the mealtime preparation?

   6 male parent 24 female parent

6. Who provides most of the transportation for children?

   3 male parent 24 female parent

7. Who does the majority of the household chores?

   2 male parent 25 female parent 2 both

8. Is one parent seen more as the main disciplinarian?

   5 male parent 15 female parent 4 both

9. Which parent provides the most child care?

   1 male parent 24 female parent 1 grandmother

10. Which parent helps your child(ren) with schoolwork? (most of the time) 8 male parent(what subjects)

    13 female parent(what subjects)

11. Does your child(ren) participate in sports, recreation?

    12 yes 6 no Sports you say "no" to - football (2)

12. Do you participate in sports? 16 yes female 17 yes male

APPENDIX P

STUDENT OPINION SURVEYS ABOUT PARENTS' ROLES AND RESPONSIBILITIES - SIXTH-GRADE FEMALES

Student Opinion Survey About Parents' Roles and Responsibilities -Sixth-Grade Females

1. Does your father work?

   21 yes 1 no 0 house dad 0 works at home

2. What does he do?

   * Information in body of paper

3. Does your mother work?

   14 yes 7 homemaker 0 works at home

4. What does she do?

   * Information in body of paper

5. Who do you think has the most important job?

   2 mom 19 dad 2 both

6. Who do you think receives the highest salary?

   2 mom 17 dad

7. Who takes care of the children in your family the most?

   19 mom 1 dad 2 both

8. Who does most of the household chores?

   20 mom 1 dad 1 both

9. Who provides the most transportation for the children?

   18 mom 2 dad 1 both

10. Does your dad participate in sports/recreation?

    12 yes 9 no

11. Does your mom participate in sports/recreation?

    8 yes 13 no

12. Do you think your dad is a good role model for you?

    18 yes 1 no

13. Do you think your mom is a good role model for you?

    20 yes 0 no Thank you for your help.

APPENDIX Q

STUDENT OPINION SURVEY ABOUT MAGAZINES AND TELEVISION:

FIFTH-GRADE FEMALES

Student Opinion Survey About Magazines and Television:

Fifth-Grade Females

1. Do you like to read magazines?

   15 yes 0 no

2. Name two (2) of your favorite magazines.

   a) *See body of paper

   b)

3. What kinds of articles do you like to read?

   a) *See body of paper

   b)

4. How do you like girls/women to be shown in pictures?

   a) *See body of paper

   b)

5. Do you like to watch TV?

   15 yes 0 no

6. Name two (2) of your favorite programs on TV.

   a) *See body of paper

   b)

7. How do you like girls/women to be shown on television?

   a) *See body of paper

   b)

8. Who are your favorite characters on TV?

   a) *See body of paper

   b)

9. Would you like to be like

   a) him ___ yes ___ no *See body of paper

   b) her ___ yes ___ no

10. Why? or why not?

APPENDIX R

INVITATION LETTERS TO TEACHERS

August 1998

Dear Teachers,

I am a Nova Southeastern University doctoral student in the Child and Youth Studies program. I will be implementing a practicum experience during the 1998-1999 school year. I would like to ask for your help.

The practicum will consist of 30-minute weekly meetings with third and fifth-grade girls who will be involved in self-esteem and career-exploration activities that you think would benefit from such an experience. I am asking that you choose from your classroom 5-6 girls and submit their names to me. I will, in turn, give you a permission form to be sent home to their parents/guardians.

I will be asking for feedback from you about your students' participation. Please check "yes" or "no" to your involvement in this experience. Thank you very much. I look forward to hearing from you.

Sincerely,

Helena Corfield

==========

Yes, I would like for my students to participate with you in the practicum experience. I will discuss any questions or concerns about student participation.

Teacher _____ Grade _____ Date _____

APPENDIX S

STUDENT PERMISSION FORM

August 1998

Dear Parents,

I am one of the elementary school counselors, and a Nova Southeastern University doctoral student in the Child and Youth Studies Program. I will be implementing a practicum experience during the 1998-1999 school year. I would like to ask your permission for your child to participate.

The practicum will consist of one day per week, 30-minute weekly sessions with third and fifth-grade girls (separate groups) who will be involved in self-awareness and career-exploration activities. It will be fun and an educational experience for your child.

Please check "yes" or "no" to your child's participation in this experience. I look forward to hearing from you, and will be glad to answer any of your questions or concerns. Thank you very much. On occasion we will be inviting parents to see some of our accomplishments.

Sincerely,
Mrs. Helena Corfield
School Counselor
676-3731 or 676-3731

==========

My daughter, _____, has my permission to participate in the weekly self-awareness and career exploration group meetings with Mrs. Helena Corfield.

Parent signature_____ Date_____

APPENDIX T

PREIMPLEMENTATION QUESTIONNAIRE - STUDENTS

Preimplementation Questionnaire - Students

1. What is gender?

2. What is bias?

3. What is a stereotype?

4. What is discrimination?

5. Are you good at reading? _____ yes _____ no
6. Who is better at reading? _____ boys _____ girls
7. Are you good at math? _____ yes _____ no
   Who is better at math? _____ boys _____ girls
8. Are you good at science? _____ yes _____ no
   Who is better at science? _____ boys _____ girls
9. Are you good at physical education/sports?
   _____ yes _____ no
10. Who is better at physical education/sports?
    ___ boys _____ girls
11. Is there anything that you would like to do, but could not, because you are a girl? _____ yes _____ no
    What?
12. If so, did you talk to anyone about it? Do something about it? _____ yes _____ no
13. What do you want to do when you grow up?

APPENDIX U

POSTIMPLEMENTATION QUESTIONNAIRE - STUDENTS

Postimplementation Questionnaire - Students

1. What is gender?

2. What is bias?

3. What is a stereotype?

4. What is discrimination?

5. Are you good at reading? _____ yes _____ no
6. Who is better at reading? _____ boys _____ girls
7. Are you good at math? _____ yes _____ no
   Who is better at math? _____ boys _____ girls
8. Are you good at science? _____ yes _____ no
   Who is better at science? _____ boys _____ girls
9. Are you good at physical education/sports?
   _____ yes _____ no
10. Who is better at physical education/sports?
    ___ boys _____ girls
11. Is there anything that you would like to do, but could not, because you are a girl? _____ yes _____ no
    What?
12. If so, did you talk to anyone about it? Do something about it? _____ yes _____ no
13. What do you want to do when you grow up?

APPENDIX V

PARENT COVER LETTER ABOUT FINAL MEETING

April 30, 1999

Dear Parents,

Your daughter's group meetings with the school counselor will soon be coming to an end. The students have been interested, creative, eager to share and learn, and fun. I have enjoyed working with the girls immensely.

I would like to invite all students' parents to join us for a final meeting together. I will be providing pizza and soft drinks for all. The girls will be sharing information about some of the groups' activities. We certainly hope you can come join us!

Sincerely,

Mrs. Helena Corfield
School Counselor

APPENDIX W

INVITATION TO FINAL CELEBRATION

You're invited:

Who?	Parents of Girls' Groups
What for?	A pizza party and presentation by students
When?	Thursday, May 5,1999 - 5th-grade groups only
	Friday, May 6, 1999 - 3rd-grade groups only
Time:	12:00 noon- 1:00 pm
Where:	Counselor's office
	Room 103 (patio area)

** Please fill out and return to school counselor.

Yes, I can attend _____ No, I cannot attend _____

Number attending _____

Student's name_____

Parents'/ other family members' name(s) _____

_____